



## MARYLAND PARTNERSHIP FOR TEACHING AND LEARNING K-16

Maryland State Department of Education  
*Nancy S. Grasmick, Superintendent*

University System of Maryland  
*William E. Kirwan, Chancellor*

Maryland Higher Education Commission  
*Calvin W. Burnett, Secretary*

### MEMORANDUM OF UNDERSTANDING MARYLAND K-16 PARTNERSHIP

This Memorandum of Understanding is entered into on the 9<sup>th</sup> day of June, 2005 by the Maryland State Department of Education ("MSDE"), the Maryland Higher Education Commission ("MHEC"), and the University System of Maryland ("USM"), the primary partners of the Maryland Partnership for Teaching and Learning K-16 ("Partnership").

*WHEREAS*, professional development for Maryland teachers is a shared responsibility of the partners of the Partnership; and

*WHEREAS*, the Partners, along with teachers, principals and district leaders in Maryland's twenty four school districts share responsibility for teacher professional development; and

*WHEREAS*, the meaningful improvement in student achievement in all educational levels requires leadership that promotes high-quality professional development for all of Maryland's teachers; and

*NOW THEREFORE*, in common consideration of these premises and the conditions and terms set forth below, the parties hereby agree as follows:

#### I. Purpose

This Memorandum of Understanding defines the individual and joint obligations of the Maryland State Department of Education (MSDE), the Maryland Higher Education Commission (MHEC), and the University System of Maryland (USM), the primary partners, for the full implementation of the Maryland Teacher Professional Development Standards set forth below.

##### A. *Vision*

The vision of the Maryland Partnership for Teaching and Learning K-16 is to ensure that all of Maryland's teachers have access to high-quality professional development.

##### B. *Mission*

The K-16 Partnership provides leadership to and builds links among schools, school districts, colleges, universities, businesses, parents, students, and communities to promote high-quality professional development.

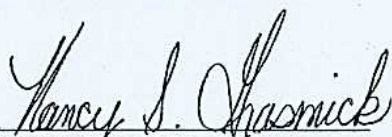
##### C. *Commitments*

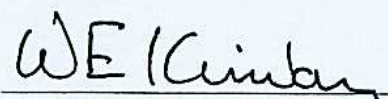
1. The K-16 Partnership is committed to implementing the Maryland Teacher Professional Development Standards through:
  - a) Providing a clear vision of high-quality of professional development that recognizes local needs, priorities, and resources;
  - b) Guiding planning, design, implementing, and evaluating high-quality professional development;
  - c) Supporting alignment of professional development with the goal for improving student learning through state, district, and school policies and priorities;
  - d) Informing allocation of resources for professional development; and
  - e) Defining accountability for ensuring that professional development is of the highest quality and readily accessible for all teachers.

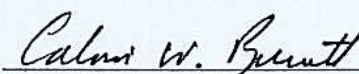


2. The K-16 Partnership recognizes that high –quality professional development is most effective when
  - a) it takes place in vibrant professional learning communities.
  - b) there are strong leaders
  - c) there are adequate resources
  - d) there is consensus around clear expectations for what teachers should know and be able to do.
  
3. The K-16 Partnership agrees to implement the Maryland Teacher Professional Development Standards that define high-quality professional development which include:
  - a) Standard 1: Effective professional development deepens all teachers' content knowledge and the knowledge and skills necessary to provide effective instruction and assess student progress.
  - b) Standard 2: Effective professional development ensures that all teachers have the knowledge, skills, and dispositions to apply research to decision making.
  - c) Standard 3: Effective professional development ensures that teachers have the knowledge, skills, and dispositions to collaborate with others to improve instruction.
  - d) Standard 4: Effective professional development ensures that all teachers have the knowledge, skills, and dispositions to meet the diverse learning needs of all of their students.
  - e) Standard 5: Effective professional development ensures that all teachers are able to create safe, secure, and supportive learning environments for all students.
  - f) Standard 6: Effective professional development ensures that all teachers have the knowledge, skills, and dispositions to involve families and other community members as active partners in their children's education.
  - g) Standard 7: Effective teacher professional development relies on rigorous analysis of data.
  - h) Standard 8: Rigorous evaluations assess the impact of professional development on teaching and student learning
  - i) Standard 9: Effective professional development content and process reflect best practices in workplace learning and in-depth understanding of how and why adults learn.

IN WITNESS WHEREOF, the parties have entered into this Memorandum of Understanding on the date first written above.

  
Nancy S. Grasmick  
Superintendent  
Maryland State Department of Education

  
William E. Kirwan  
Chancellor  
University System of Maryland

  
Calvin W. Burnett  
Secretary, Maryland Higher  
Education Commission